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ABSTRACT

The paper describes Stepping Stones Growth Center, which prepared handicapped students for transition into competitive employment. The origins of the program and its emphasis on functional skill training are reviewed, followed by a description of three levels of services: a "ready" class stressing basic skills, a "set" class emphasizing motivational training, and a "go" class which focuses on job readiness and eventual job placement. Both janitorial/grounds maintenance and food preparation classes are described, as are such ongoing activities as mobility training, money management, time management, and assertiveness training. Additional information addresses a timeline for transition and an individualized education program checklist. Extensive appendices contain several evaluation forms, course outlines, and publicity materials, including a newsletter. (CL)

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LEARNING TO WORK:

Transitioning Youth With Developmental Disabilities

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INTRODUCTION

Both the Administration on Developmental Disabilities, and the Department of Special Education have called attention to the problems faced by handicapped youths upon graduation from their special education classes. After twelve years of access to public education mandated by P.L. 94-142, the first generation of handicapped youths are graduating only to face the future unprepared for the variety of vocational choices in the outside world.

It has been our experience that rather than preparing handicapped youths for competitive employment, most schools serving these students do just the opposite. They are very protective of their students, and for the most part reluctant to move students from the classroom to community-based activities and training. The majority of educational activities and vocational training, if indeed there is any, occur in a segregated and sheltered environment. Accordingly, as Thomas Bellamy has pointed out, over 75% of those completing high school programs for moderately and severely handicapped students are now in adult activity centers where they would have gone anyway without the benefit of special education classes.

Most parents we have worked with are similarly protective of their children. They usually leave their child in school the maximum number of years, regardless of whether the child's course of study is relevant to his future and is preparing him for the world of work. Parents are also often unaware of the variety of vocational training programs available to students, and therefore cannot lobby the school to include such programs in their child's educational plan.

Sheltered workshops then become the only viable alternative for graduating developmentally disabled students without vocational training. And while these workshops may meet the needs of certain lower functioning students, for highly motivated youths this sort of facility is confining and stifling to their potential growth.

We believe the young developmentally disabled student is "Ready, Willing and Able" to learn work skills, interact with non-handicapped peers, and eventually get a job in the community, with the right training. Yet only 2% of students enrolled in vocational education classes are handicapped. And of this 2%, 70% are enrolled in segregated classes apart from non-handicapped peers. In our local school districts of Oakland, Berkeley and Alameda, none of

the developmentally disabled students are enrolled in the vocational education services offered by the Regional Occupational Programs (ROP).

Without this sort of specialized training, transitioning these youths into competitive employment is a nearly impossible struggle. This task is made even more difficult in many urban areas, where the influx of Hispanic and Indochinese emigrants make competition for entry level jobs that much tougher.

With all this in mind, it should be apparent that a problem as complex as transitioning developmentally disabled youths must be addressed thoughtfully, and on a number of levels. Lou Brown, of the University of Wisconsin, has said that the best way to job-train students who score in the bottom 3% in intelligence tests is to get them out on job sites. There you can teach the skills needed for specific jobs in a normalized setting, as well as foster the development of the appropriate social skills expected in the community.

Our experience at Stepping Stones is consistent with Dr. Brown's beliefs. Since 1980, when we received a state CETA grant to job train 10 youths, we have seen our students gain more from community-based activities and integration than from what we teach them in the classroom. We believe the earlier we integrate our students with their non-handicapped peers and train them for concrete social and vocational tasks, the more likely they are to become contributing members of the community after they graduate.

The following pages describe Stepping Stones' approach to preparing its students for the transition into competitive employment. We begin the manual by giving some background information on Stepping Stones and how we came to develop our vocational emphasis. We then expand on the programming at Stepping Stones. Each of our three classes - READY, SET and GO are elaborated on, with an emphasis on vocational activities and aspects unique to each class.

The next section of this manual concerns the parental role in transition, an aspect we believe to be of extreme importance. Here we discuss the need for a parent's active involvement in the child's educational process, and the ways in which we work with parents to achieve this end.

Finally, we end the manual with some concluding thoughts and ideas we have for the future. Though we have been successful thus far in preparing and transitioning our students, we nonetheless feel that the best programs are flexible, and adaptable to new ways to improve the quality of life of its participants.

II. STEPPING STONES- AN OVERVIEW

In September, 1975, a group of concerned parents and professionals began the planning of the Oakland After School Program, later to be renamed Stepping Stones. These working parents of developmentally disabled children designed a program to provide after-school care for their retarded children, a service which was then unavailable. The Association for Retarded Citizens provided infant stimulation (day-care) for infants only, while most regular day care centers were reluctant to mainstream disabled children with their "normal" population. Thus, the working parents of children with special needs were forced to use expensive and untrained baby sitters or relatives for after-school care.

After a series of organizational meetings, the group submitted a written plan and budget to the San Francisco Foundation for consideration. The Foundation, recognizing the need for such a program, awarded a three-year grant.

In September, 1976, the Oakland After School Program opened as a non-profit organization 501(c)3, serving twelve children classified as Trainable Mentally Retarded. Programming during the first two years was mostly recreational in nature, centering around arts and crafts and physical activities. Volunteers along with CETA workers provided the staffing at this time.

By 1978, changes in all aspects of the program were underway. Now known as Stepping Stones Growth Center, the program was licensed for child care by the State of California. The funding base was widened through Revenue Sharing Funds, fees for service from the East Bay Regional Center, along with additional CETA grants. This added revenue enabled expansion of programming and the number of clients served.

The thirty students enrolled at this time, ranging in age from three to twenty-one, had a broad range of disabilities; including cerebral palsy, autism, and deafness. They were divided into 3 classes -- each class learning something about food preparation, housekeeping, public transportation use, grooming and hygiene, in addition to participating in a swimming and recreation program.

As the first of the older students graduated from their segregated high schools, it became apparent to all concerned

that these students were not being prepared for competitive employment. Their schools provided no vocational training classes, no work experience programs, and no career counseling. Thus, graduation usually meant leaving a segregated school and entering a segregated and sheltered workshop, a setting which seldom allows students to realize their full potential in society.

To address this problem, a proposal was submited for on-the-job training to State CETA. We were awarded a one-year grant to place ten Trainable Mentally Retarded students, aged 16-21, in part-time jobs in the private sector following a three-step training process. Classroom training dealt with the skills needed and behavior expected on the job. Travel training and staff supervised work experience on site at the center followed, until the student was ready for the third step -- job placement and independent work in the private sector. CETA (now JTPA) funding has continued to be an integral part of our program, allowing us to train more than 150 handicapped and non-handicapped youth in pre-vocational and vocational skills in the last four years.

This vocational orientation has become central to all programming at Stepping Stones. We now provide a continuum of services designed to prepare students of any age for the time they enter the job market. As detailed in the following pages, our READY, SET, and GO classes provide training for our youths in independent living and vocational skills seldom taught in their public schools. For adults with special needs we offer training and work experience in our two non-profit business subsidiaries, Boatworks and CleanSweep, along with career counseling and job placement. For information on these two successful mobile work crew businesses, please contact Stepping Stones.

Stepping Stones believes in functional training and education relevant to an individual's day-to-day activities, with a plan for the future. We ask our students and their parents to prepare for and accept the risks involved in gaining any degree of independence. And we modify our program to meet the needs of our students, using any means or adaptive aids necessary to allow them the possibility of achieving this independence. By providing such an educational experience we hope to maximize the potential of each of our clients, and allow him the satisfaction each of us feels as a productive and independent individual.

III. READY CLASS

Stepping Stones' continuum of services begins with the READY class, which serves both our youngest children and older students in need of the basic skills offered. Along with structured play and recreational activities, this class focuses on the development of functional skills which will be built upon as the students matriculate through our SET and GO classes. By providing such programming, we are giving these students a valuable head start that many of our older students did not have.

In the READY class, we try to make activities as serviceable as possible. For example, when students work on number skills, their home phone numbers and addresses provide the basis for the lesson. Language and communication skills are worked on as much as possible in the community where students learn to state their needs verbally or with the use of adaptive aids. Other basic skills emphasized here are money recognition, self-care and grooming, and gross and fine motor skills. These areas are augmented by such pre-transitional activities as food preparation and gardening. Students in the READY class learn basic cooking skills, regularly prepare snacks for the center, and participate in the upkeep of our garden at Stepping Stones. Our READY class evaluation form, prepared and reviewed with parents twice yearly, gives further information on the class curriculum. This form can be found in the Appendix.

A number of other methods are used to further prepare our READY students for increased responsibility. They participate in our bake sales, operating the sales table and selling goods baked by our GO food preparation class. They are given chores around the center to do on a daily basis and are instructed in the skills needed to complete these tasks. When a student has shown a good attitude and a willingness to learn, he or she is periodically included in the vocational activities of the older SET and GO classes.

This last aspect of the READY class is perhaps the most important. By working with older students and by being around the adults in our Boatworks and CleanSweep programs, our READY class is exposed to appropriate role models -- individuals with developmental disabilities who are productive and hard working.

Rather than aspiring to be an airplane pilot, a movie star or sports hero, the READY students are made aware of more realistic alternatives and indeed, more than one of the students has voiced his desire to be a part of the Boatworks team when he grows up.

IV. SET CLASS

INTRODUCTION:

More than anything, our SET class acts as a motivational setting, one which is integral to the vocationally oriented curriculum emphasized at Stepping Stones. It is in the SET class that we help our students understand, accept, and act upon the differences between the roles played in childhood, and the roles played as adults.

As such, a number of common goals are established for all of our students in the SET class. They are encouraged to develop more mature self-concepts befitting their emotional and physical growth as well as their abilities and potential. Differences between work and play situations are continually emphasized, as well as the differing attitudes one brings to each of these situations.

The earning, management, and spending of money are also activities which are stressed. Students are placed in situations where money is earned based on the quantity of their work. As students can save or spend this money as they desire, money management and a more adult appropriate form of decision making are skills which are developed here.

To meet these goals and to get students excited about entering the work world, the SET class started and continues to operate a small business. Based on the abilities of its students and on the needs of the surrounding community, we have found this business to be tremendously successful as a motivational and educational tool, as well as a constructive way for our program to earn a bit of extra money.

GETTING DOWN TO BUSINESS: THE OAKLAND RECYCLING EPIDEMIC

Before deciding on recycling as our class business, we took a door-to-door survey of our immediate neighborhood to determine the needs of our community. In this way, we were able to determine what business would be both marketable and consistent with the abilities of our students. A recycling service answered both of these criteria, as well as the goals set forth in the Introduction.

Our recycling program, The Oakland Recycling Epidemic, is based on elements which can be incorporated into any number of small businesses:

-The skills are simple and repetitive. Younger and lower functioning trainees have an excellent chance for success and income.

-Money is paid to the trainees on a piece rate basis. As production rates increase, so does the money earned by students.

-Students get in touch with their community and are exposed continuously to more normalized situations.

-Work related attitudes are emphasized, including staying on task, working as a team, and personal responsibility and accountability.

We believe our recycling business to be quite successful on a number of levels. As the connection between performance and the amount of money earned became more apparent to students, they were indeed motivated and production rates increased accordingly. Consequently, our trainees have become serious about their jobs and most recognize the need for a proper attitude towards work. One of our students became proficient enough to get a part-time job at our local recycling center.

The pride the students take in their work is also readily apparent -- the kind of pride not often seen in contained classroom settings. They proudly refer to their position as a "job" and are quick to point out that they are paid for their efforts.

Our relationship with the community has also been very fruitful. Trainees have become more and more comfortable in their dealings with our neighbors, changing from shy and inarticulate individuals to confident and industrious business people. At the same time, our neighbors have been exposed to disabled people who are motivated and productive, contrary to many of their preconceptions. Thus, their support of our program has been very strong, and they have helped our business in many ways.

Another welcome outcome of our program has been a change in the attitudes of our students' parents and care providers. Having seen their children grow and become productive workers, they have had to alter perceptions of their children's capabilities and future potential as wage earners. Hence,the parents become better prepared for the

time that their children will be working, traveling and perhaps even living independently.

In the Appendix we include a curriculum outline and evaluation form for the recycling business. More detailed information about starting a recycling business is available upon request. It should be emphasized, however, that while recycling has been successful for us, many other alternatives for small businesses exist. We have heard of other gainful enterprises operated by the developmentally disabled, including car washing, collating and yard work services.

While The Oakland Recycling Epidemic keeps us busy, we still have time for ongoing activities which compliment and build on the skills learned through our class business.

ONGOING ACTIVITIES

While money may indeed be the prime motivational factor behind work, we have also used additional methods to further reinforce good performance and proper attitudes. For example, we single out a "Worker of the Week" for special recognition, based upon a trainee's work or improvement.

Individual work contracts are also used on a regular basis with each trainee. In these contracts, specific goals and timetables are indentified by the student, when appropriate, or by the teacher. These goals are discussed with the trainee, stressing the job skills and disposition necessary to reach the goals. If goals are not reached by an agreed upon date, they are re-examined and more appropriate ones chosen. If goals are reached, more challenging ones can be developed. But whether goals are reached or not, these contracts are very beneficial, as the respect and responsibility implied in a formal contract is a powerful way to raise a student's self-esteem.

As mentioned earlier, our students can choose to save or spend the money they earn through recycling. To facilitate this, we have opened our own class bank. Each trainee has his own account and bank book. At the end of each work day, students decide how much to save of that day's pay, deposit that in the bank, and spend the rest at a neighborhood grocery store. At the end of the month, students are able to spend the money they have saved on trips to local department stores.

While their bank accounts give trainees a rudimentary sense of money management, it also gives them a more realistic idea of the value of money, and what is needed to

buy certain items. To supplement these skills, lessons focusing on coin identification, addition, and change-making are also taught.

To illustrate to our students the variety of jobs in the community, we have taken a number of field trips to various job sites. We follow these trips with discussions about the responsibilities of each worker observed, the skills and materials needed for each job, the kind of clothing worn at each site, and other related topics. In this way, many of our trainees have developed a more realistic understanding of future job possibilities, rather than entertaining the unrealistic notions that many of them initially held.

Independent living skills, including various social behaviors, assertiveness training, and personal appearance and hygiene are also addressed in the SET class, usually within the context of our class business. Occasional role playing exercises have also been valuable, especially in the development of sexual awareness and other social skills.

Though teaching these social skills is not the focus of our SET class, we have found that it is good preparation for the transition into our GO class, where both vocational training and independent living skills are emphasized.

V. GO CLASS

INTRODUCTION

When a SET student has consistently shown both a proper attitude and a satisfactory quality of work, he is ready for the transition into our GO class. In this class, the emphasis is on job readiness, with an eye towards placement of our students in outside emplyoment upon completion of their training at Stepping Stones. To accomplish this, the GO curriculum essentially centers around continuing the student's development in two areas: vocational training and independent living skills.

Vocationally, we provide training in janitorial/grounds maintenance and food preparation skills. During their first year in the GO class, students are trained in each of these areas, learning the basic skills, materials, and equipment used in each. In their second year, students are given a choice in which area, including recycling, they would like to specialize. A more rigorous training follows, as outside contracts are obtained and production and quality levels must be reached.

The independent living skills component complements the vocational training in the GO class. The various skills needed to successfully effect the transition from school to work are addressed. Travel training, money management, assertiveness training, and decision making are just a few of the areas developed here, taught in as normalized and realistic a setting as possible.

Ultimately, the GO class serves one other purpose which we believe is crucial to the future of the students. The element of risk taking is taught to be a necessary part of growth, essential for improving the quality of one's life. The students and their parents or other care providers are encouraged to work through their fears. Parents are informed of their child's program and progress, and are asked to participate in the implementation of our program. Our students are taught to know what precautions to take, what safety resources are available to them, and most of all, to be confident of their worth as individuals and capable wage earners.

VOCATIONAL TRAINING

Janitorial/Grounds Maintenance Skills

In the janitorial/grounds maintenance class, we make work a habit for our students. After issues of safety and the proper use of equipment are reviewed at the outset of the semester, students are assigned tasks to do around the center. Duty schedules are developed by the teacher, and each trainee is assigned certain daily, weekly, and monthly responsibilities ranging from shampooing rugs to weeding flower beds.

Personal accountability is continually stressed -- the content and quality of a student's work is discussed daily. As all of our GO participants are paid under the JTPA program, they are indeed paid workers. Accordingly, the students must call when they don't come to work. Chronic absence or tardiness is not acceptable, and such habits have been the basis for dismissal of a few of our students.

Two-week contracts similar to those used in the SET class are also used here to give additional feedback to the trainees. Student evaluations are done every 6 weeks and discussed with the trainee. At these meetings, the student's strengths, weaknesses and future job potential are discussed in detail to give him an accurate picture of his current abilities. Copies of the two-week contract, the trainee evaluation form, and the Janitorial/Grounds Maintenance Task List can be found in the Appendix.

As the skills of the janitorial crew improves, outside contracts are obtained. During the summer of 1982, five of our students worked on the Potomac, the former yacht of President Franklin Roosevelt, being renovated by the Port of Oakland. Along with general janitorial chores, the trainees did polishing and refinishing, and removed sand used in sand blasting. These students worked 8 hours a day, 5 days a week throughout the entire summer. Another janitorial contract was secured with ConAgra, a local grain company. Two times a year for over 3 years, a crew of five of our trainees has cleaned and maintained their Oakland headquarters.

During the summer of 1983 two of our trainees were stationed at a City of Oakland Park to do litter abatement and assist in their summer recreation program. During the Spring of 1984, a neighborhood grocery store took on one of our students two days a week for cleaning and stocking duties.

The supervisor in each of these sites has been more than satisfied with the work of our students, which is indicative of the skills learned, quality of work, attitudes of our students, and the general success of our training program.

FOOD PREPARATION SKILLS

Within the GO food preparation class, the emphasis is twofold. Initially, we provide training in basic survival cooking and safety skills. Once students learn their way around the kitchen, we then use these skills for profit in a catering business. A copy of our food preparation course outline may be found in the Appendix.

By emphasizing survival cooking skills, we prepare our students for the time they will live in some degree of independence. They are made aware of the different food groups and taught the basics of menu planning. Trips to supermarkets are taken, and students are responsible for making a list and selecting the food to be bought for the center each week. While eating out at local restaurants, trainees determine what combination of foods would constitute a balanced meal, learn to order, use good table manners and pay their bill.

In addition to preparing daily snacks for the entire center, our students have other daily, weekly and monthly duties which include dish washing, laundry, and defrosting the refrigerator.

Once the more formal kitchen training is completed, cooking for profit becomes the focus. Flyers about our business are distributed throughout the neighborhood, asking customers to phone in their orders for cookies, quiche, or banana bread. Pick up is usually a few days later at Stepping Stones. As our menu is limited and repetitious, students are able to handle the demands of customers. The cooking trainees also move out into the community to cater dinners, cocktail parties and wedding receptions as scheduled.

Any profits we realized have been used to upgrade both equipment and potential output, by the purchase of a food processor, a commercial mixer, a dishwasher, and a second refrigerator. Profits also provide bonuses for students, in addition to their JPTA stipends.

Along with the catering business, we were able to provide vocational experience in food preparation for trainees in integrated work sites. During the summer of

1983, we participated in the City of Oakland Parks and Recreation Summer Lunch Program, where three students picked up and stored more than 200 pre-packaged lunches a day, distributing them to children attending the program. During the same summer, three other trainees worked at the Senior Citizens Lunch Program where their duties included setting tables, distributing condiments, and bussing tables at the end of meals. By the end of the summer, they had worked almost 75 meals.

Individually, a number of our trainees have had similar success. One of our students is now working in his high school cafeteria, and another will soon begin work at Eden Express, a restaurant rehabilitation training site in Hayward, California.

In all, we have found our cooking program to be quite successful. By combining survival cooking with our small business, we have fostered training in skills students can use in a variety of settings, including earning a living.

ONGOING ACTIVITIES

To both build on their vocational skills and to develop living skills which foster independence and normalization, additional activities are used in our GO class. Job-related accountability is instilled in our students through the use of two-week contracts and the "Worker of the Week" awards similar to those used in the SET class. Trainees are also expected to use time sheets, signing in and out each day as well as calling when they won't be in.

Various field trips have proved beneficial in building on our trainees' skills. Our cooking class has taken field trips to restaurants ranging from fast food outlets to more expensive and formal eateries. At each, the skills and responsibilities of the various restaurant workers are discussed and compared to those of the students. Similarly, the janitorial crew has taken a number of trips to janitorial supply houses and hardware stores, where the tools and equipment relate to the students' own janitorial experiences.

In preparing our trainees to obtain jobs, job interview techniques are addressed. Using role play, students go through mock interviews and are given feedback on their performances. They are encouraged to highlight their vocational skills and experience, as well as communicate appropriately, with confidence. The need for eye contact and selecting appropriate clothing to wear for an interview

are also areas elaborated on. To generalize these skills, we have brought in local business people unknown to our students to conduct interviews and provide feedback for the trainees.

The rest of the ongoing activities taught in the GO class focus on living skills. While these activities often relate to their vocational skills and future, they center around issues of self-management, emergency situations, and social skills.

1. MOBILITY TRAINING

We consider mobility training essential to the development of an independent lifestyle and devote a good deal of time to this area. As we have had considerable success with our travel training of students, we will elaborate in some detail on our training methods in this area.

Safety and emergency issues are the first elements discussed in the training. Representatives of the Oakland Police Department have helped us here, visiting our center to brief the students on what precautions to take while traveling, and what resources are available to them in case of emergency. Students are further instructed to always carry personal identification which includes the phone numbers and addresses of their homes and Stepping Stones, and how to use that I.D. when needed.

After a student has shown a proper understanding and usage of these safety skills in role play exercises, the actual mobility training begins. The number of the bus the student will be taking between Stepping Stones and his home, and his home address are the first components taught. A student must also know what landmarks to look for outside his bus, and which landmark indicates his stop. Finally, trainees must know the combination of coins needed to ride and learn to present their discount cards upon entering the bus.

Group field trips utilizing public transportation are then taken, and each student is evaluated on his skills using the "Bus Recording Form," which can be found in the Appendix. In this way, we are able to determine where each student's strengths and weaknesses lie, and what areas need to be improved upon before individualized training can begin.

Our individualized training is basically a four-step process. First, a teacher travels with the student, helping

as needed in coin recognition, locating landmarks, and recognizing the appropriate stop. Gradually, the teacher gives fewer and fewer cues, until the student can handle all related tasks without assistance.

At this point, we move to the second step in the process. Here the student travels "solo" while under the watchful eye of a disguised teacher who has gotten on the bus a stop before the student. The student is graded by the teacher using the form mentioned above, and his performance is discussed the next day in class. This step is repeated until the student's performance is considered satisfactory.

The third step entails a teacher in a car following the student's bus, to make sure the student exits at the right stop and makes the right transfer, if needed. If the student misses his stop, the teacher pulls ahead of the bus and waits at a bus stop, where he can get the student off the bus.

When all goes well in the third step, the fourth and final step is taken. Here the student travels solo, while a parent and/or staff member of Stepping Stones is available by phone, if needed. For this step, a student may be using the adaptive aids he has used throughout the training which include a photocopy of the coins needed to ride, a picture of the landmark indicating his stop, and possibly even a card to give the bus driver asking for his assistance. We have found that these aids are indeed helpful and reassuring to the trainee, and that through repetition of his travels, these aids can often be dispensed with after a short time.

It is apparent that the travel training detailed above does take time, and a good deal of one-to-one supervision. Yet, as future employment is most likely contingent on a student's mobility, we feel it to be a necessary ingredient of transition training. Should public transportation not be available, other alternatives for mobility training exist, including bicycles and ride-sharing. It is important to utilize all available resources in fostering a student's independence and normalization through mobility training.

2. MONEY MANAGEMENT

Money management training also plays an important role in our GO class. The basic money skills introduced in the SET class are built upon in GO activities. While realizing that each student has a limit to the range of money related tasks he can learn, we have found that certain techniques can be used to realize the potential of each trainee. Some of students already possess sound money

skills. For these students, we provide frequent trips to local shops to allow them to use and strengthen their skills in a normalized setting. Other students need adaptive techniques to function at this level of independence.

One technique which has proved successful is the "One Dollar More Method" whereby students are taught to count out one dollar more than the amount of a given purchase. Students are trained to look at the cash register for the number which is the cue, and to pay for their purchase using dollar bills. For example, a student who buys $3.28 worth of merchandise is taught to use the first number on the register as the cue. In this case, the number is 3, so the student counts out one dollar more than that and gives the cashier four dollars, and waits for the change. Using this method, the most a student can be short-changed is one dollar.

Whatever the level of the student, we believe the use of real money, rather than tokens or chips, is very important. We have seen that the difficulties of learning to use money are most often offset by the motivation students develop for earning and spending real money.

3. TIME MANAGEMENT:

As any job entails some sort of schedule, a rudimentary sense of time management is instilled in our students. To help in the development of this area, digital rather than analog clocks are used throughout our center, as digital screens actually show the time the way people write it or say it.

When a student has shown the ability to reliably read a digital clock, we then move to the development of schedule management. Now a student is given a specific time to leave the classroom and perform a given task. As this process involves keeping an eye on the clock as well as matching the actual time with the agreed upon time, we believe this exercise to be a good introduction to time management. As students become proficient at this, the number of tasks can be increased until they have their own structured schedule which they can follow independently each day.

4. ASSERTIVENESS TRAINING

In our work, we have found many of students initially lacking in the level of confidence needed to effect the

transition from school to work. Accordingly, an ongoing assertiveness training class is an important component in the GO curriculum.

Communication skills, both verbal and non-verbal, are developed in role play exercises to aid in this process. Eye contact, distancing, posture, and voice level are the areas elaborated on. Especially significant is our component on "saying no" with confidence. Certain situations, such as a stranger offering a student a ride in his car, are role played in class. Trainees are taught to recognize these dangerous circumstances and decline decisively. Such assertiveness is generalized by our students' constant exposure to the community, where they, not their teacher, must voice their needs, and make purchases and decisions. Their assertive and social skills are critiqued on a daily basis by teachers, and discussed in group conversations with the entire class.

5. SEXUALITY:

Sexual awareness is another need addressed under ongoing activities. In the Fall of 1983, with the help of Planned Parenthood of San Francisco/Alameda, we started a class designed to deal with these issues. Meeting twice a week for a 3-month period, we used role play and other adaptive techniques to instill in our students body awareness, appropriate sexual behavior, and a general level of sexual awareness consistent with their age. Avoiding sexual exploitation was also an area which was focused on, using role play and follow-up discussions.

It should be noted that during this 3-month period, classes on sexual awareness were also being taught to our READY and SET students to address their specific needs and levels of understanding.

Ongoing classes on sexual awareness have followed the conclusion of the 3-month course to continue to answer the questions and needs of the students. Related situations in the students' own lives are discussed in group settings, with each student having the opportunity to role play the specific incident being discussed.

For more information on our sexual awareness program, a copy of our curriculum is available.

VI. TRANSITION AND THE PARENT

INTRODUCTION:

While schools and other supplemental programs can lay the groundwork for a student's transition from school to work, strong parental involvement is also needed to insure the smoothest transition possible. By being involved and aware of the many resources available to them, a parent can become an effective advocate and integral part of the child's growth. An uninvolved parent, however, can undermine the worth of any program his child may be in, and ultimately stifle any development in the child. It has been our experience that two major factors usually limit parental participation: the fear of the risks involved in the child's growth and the lack of clear information as to their role in the educational and transitional proceses.

With regard to this first factor, we have found that the better the communication between our agency and a parent is, the easier it is to work through a parent's fears. To this end, we try to involve our parents as much as possible. They are asked to help develop their child's goals, and are constantly appraised of the progress made towards these goals. Parents are also asked to work on these and other goals at home, whether it is allowing the student to cook meals at home, to travel alone, or to participate in the family decision making process. In this way, parents can see the progress and level of independence of their children rather than having to rely on secondhand information from school.

To help define the respective roles of the parent, of our program, and of the student in the development and implementation of a student's program, we have devised a contract which assigns certain specific responsibilities to each. Timelines are established, and periodic meetings are scheduled to review progress and revise contracts if necessary. A sample copy of this contract can be found in the Appendix.

Another process we have used to help abate fears is use of parental support groups. These groups, organized by the Educational Director, have given parents the opportunity to discuss their trepidations and concerns with other parents who, quite likely, experience the same emotions. In these groups, firsthand success stories have been shared, giving encouragement to hesitant parents by pointing out the successes of their children. Community resources and issues

of advocacy have also been discussed, giving parents the knowledge needed to get help in fostering their children's growth.

We have also initiated the formation of smaller groups of parents with specific, related concerns, allowing parents to focus on issues which affect them all. Yet, whatever the format of these meetings, these support groups have proved beneficial, the success mirrored by revised parental attitudes and greater confidence in their children's abilities.

As stated earlier, the other factor we have seen limit parental involvement is a lack of relevant and understandable information regarding the unique situation as the parent of a developmentally disabled individual. To address this need, we have drawn up a timeline which provides parents with a clear and effective schedule. This timeline points out the appropriate resources to be used and steps to be taken during the various phases of a child's growth. The ultimate goal is the transition of the child from school to work. A copy of this timeline follows, along with a checklist we provide for parents to help them in the development of the Individualized Educational Plan throughout the child's schooling.

A SUGGESTED TIMELINE FOR TRANSITION

From Birth (Ages 0-5)

- Set realistic goals for your child. Include them in the goal-setting process as early as possible.

- Take the time to locate the social services and educational services available to all families of handicapped children. Understand the scope and implications of the Education of Handicapped Children Act, PL 94-142, and the Rehabilitation Act of 1973, Section 504. For this information contact the Protection and Advocacy office in your State capitol. Keep informed of new legislation and how it may affect you or your child. In short, <u>know your rights!</u>

- Consider enrolling your child in an infant stimulation or Head Start program to answer his special needs as early as possible.

- Before school begins, shop around for the best class or school placement for your child. An integrated school setting would usually allow for more normalized educational and social activities.

Early School Years (Ages 6-10)

- Look to see if the school district you have decided upon has an integrated Junior High and Senior High School system for your child. If so, make sure that your child's grade school curriculum and I.E.P.'s cater to the entrance criteria of these programs.

- To help you in the development of I.E.P.'s throughout your child's schooling, review the I.E.P. checklist which follows.

- Look for an after-school program to supplement the work done in school. Determine whether you are eligible for State or Federal funding for this programming.

- Help coordinate the goals worked on in each of your child's programs, to insure consistency and avoid duplication of programming.

- Don't expect the school and after-school programs to do all the training. Take part in reinforcing your child's educational and vocational goals by assigning responsibilities around the house. The sooner your child gets used to the routine of work, the easier the transition from school to work will be.

Middle School Years (Ages 11-15)

- The junior high and high school years should concentrate on preparing your child for the real world. His curriculum needs to emphasize independent living skills, vocational training, and moving from classroom activities to lessons in the community.

- Make sure your child is receiving training at home and in school in the following areas:

Hygiene and grooming

Appropriate social behavior

Emergency information

Safety and self-protection procedures

Use of mass transit, or other means of travel

Money management

Time management

Telephone skills

Housekeeping and meal preparation skills

Vocational training and evaluation

- I.E.P.'s at this time should reflect this training. They should be worked on at home and in your community to give your child as much normalized and experiential training as possible.

Last years of Public School (Ages 16-21)

- A continued emphasis on the training areas listed above needs to be maintained. Make sure I.E.P.'s address these areas.

- At home, encourage your child to be as independent as possible. Let him prepare meals, socialize with friends, participate in community activities (a bowling league, for example), and do some of the family shopping.

- Investigate resources in your community for possible work experience during your child's last years in school. See that the high school placement counselor guides the student towards jobs or programs like the federally funded J.T.P.A. program.

- Now is the time to start looking for employment opportunities following your child's graduation. Find out what fields your child is interested in, and look into resources in those areas.

- After you have investigated post-school job opportunities on your own, sit down with the high school counselor, your child's teacher, your case worker, and your child to talk about vocational plans. Explain to those present which occupations your child is most interested in, and ask their opinion on the appropriateness of those choices. Discuss possible job placements or other training options.

- Planning for the transition from school to work can indeed become a complex task, with many people involved in the process. To keep things as manageable as possible, clearly define the responsibilities of yourself, of the school and of the youth in the transition process. We have found that the use of a written contract which assigns specific responsibilities to each person involved can be extremely helpful.

- Determine whether your child will be eligible for Rehabilitation or Habilitation sponsorship upon graduation, or whether employment will have to be found in the private sector.

At age 18, your child is legally his own guardian unless you take action. Carefully consider the implications of this situation.

- To help you in this matter, and for other information on issues of guardianship and conservatorship, obtain the free pamphlet "Guardianship, Conservatorship, Trusts and Wills for Families with Mentally Retarded or Other Disabled Family Members." Write to: Protection and Advocacy, Inc.; 1400 K Street, Suite 307; Sacramento, CA 95814, or call toll-free 800-952-5746 for this valuable pamphlet.

- At age 18, your son or daughter is eligible for Social Security Disability Insurance. Prior to their 18th birthday, make an appointment with the Social Security Department to file a claim. Find out how earned income affects S.S.I. and S.S.D.I., the trial work period, and whether payments can be reinstated if a paid job ends.

- Don't look upon S.S.I. payments as a lifelong subsidy. For both greater financial gain and increased self-esteem it benefits your young adult to be employed.

- Be aware of changes in S.S.I. guidelines and how it may affect your child. This system is currently under review.

- During the last semester of school after plans have been made for further job training or a job placement, determine who will handle the follow-up. This is crucial, as many jobs are lost in the first months without someone designated to follow along on a scheduled basis to monitor the situation and address any special issues that arise.

On the Job (Ages 21 and on):

- Once your son or daughter does secure employment, be sure to prepare the employer by answering questions and concerns about hiring a disabled individual. The Rehabilitation staff can assist you by informing the employer of rights of the disabled in the workplace and discuss any special needs your son or daughter might have.

- While you will always have the right to ask the employer how the new worker is doing on the job, you also need to let go at this point. Let your son or daughter take responsibility for the work, while you provide guidance and

support if needed. Review any evaluations he gets from his job, and discuss any specific problems with him.

Leaving Home

- If you son or daughter chooses to live independently, investigate the options available. Some issues to consider in this matter include:

1. Whether a group home, a dormitory type arrangement, or regular apartment would be most appropriate.

2. Look at the cleanliness and quality of care given to residents at each setting you visit. See if the residents seem happy, busy and productive.

3. Find out if the home is accessible to his place of work, and public transportation, if needed.

4. Determine whether the residents of the homes you visit participate in community activities, or whether most social interaction is limited to the home setting.

5. Get references on the house parents. Find out how they are evaluated, who does the evaluation, and whether they are a licensed facility.

6. Solicit information from other parents who have gone through this process. They are the experts in this matter, and their experience should be utilized.

- Be proud that your young adult wants to live independently. The confidence and self-esteem reflected in this move mirrors his maturity and your success as a parent.

I.E.P. Checklist

In assessing the adequacy or inadequacy of an I.E.P., one must look at both its content, and the process of its development. An I.E.P. should facilitate parent-school communication and provide accountability. It should help a teacher to focus learning activities and make lesson plans more relevant, while allowing parents imput in their child's programming.

This checklist is designed to help the parents in the I.E.P. process throughout their child's schooling. It provides information on both the content and the process of

developing an I.E.P., along with steps the parents can take to make the I.E.P. more effective. As such, this checklist is relevant at any point in a child's schooling, and it can be referred to whenever questions arise.

The first section of the checklist will address the process of developing an I.E.P., with the content of an I.E.P. being the focus of the second section.

The I.E.P. Process

1. Timing

An I.E.P. should be developed within 30 days of the time your child enters any school or vocational training program.

I.E.P.'s should be reviewed and revised at least once a year.

2. Participants - I.E.P.'s should include the following persons:

One or both of the child's parents.

A case worker or other representative of the agency monitoring special education in your area.

The child's teacher

A representative from any other program your child attends

Your child, when appropriate

An interpreter, if needed

3. Notification and Scheduling

You should be notified in sufficient time to arrange attendance.

The time and place of the I.E.P. should be mutually agreed upon by you and the school.

4. Records

The school should make available to you any records it has pertaining to your child.

You should provide any records which may be relevant, including medical or psychological information.

Ensure that confidentiality is maintained, and that access to personal recods is limited to appropriate personnel.

5. Completion

Make sure you get 2 copies of the completed I.E.P - one to sign and return to the school, and one for your own records.

6. Review and Accountability

Review the previous I.E.P., and determine your child's progress towards the goals included in that I.E.P.

If you doubt the efforts of the school in achieving the I.E.P. goals, you have the right to question the school. You can complain, ask for revisions in the program, or even invoke due process if you feel it is warranted.

The I.E. P.'s Content

1. Characteristics

A good I.E.P. is specific. Its goals and objectives are stated in terms of observable behaviors and skills;

Realistic and appropriate. Its goals and objectives fit the child's current abilities and probable growth rate;

Understandable. It is written in a language comprehensible to both professionals and parents;

Mutually developed. It represents a consensus among parents and school personnel in terms of goals and objectives;

Functional. Its goals represent skills the child uses, or will use, on a day-to-day basis;

Comprehensive. It addresses all appropriate content areas listed below.

2. Content Areas - I.E.P.'s should include goals, where appropriate, in the major content areas of:

Communication skills

Behavioral objectives

Gross and fine motor skills

Self-help and independence

Academics, with each subject having its own specific goals

Pre-vocational or vocational training

Community awareness, including safety skills

Recreational and leisure activities

3. Related Services - Specialized services not noted above should be included when used by your child. These areas include:

Transportation

Speech or language therapy

Psychological services, including testing and counseling

Occupational therapy

Physical therapy

Medical services, including testing if necessary

With regard to these specialized services:

Determine who will deliver the service, and include it in the I.E.P.

Specify the length of time services are to be delivered, and the dates services will begin and end. Include this information in the I.E.P.

Include any special media or materials to be used in the I.E.P.

4. Partricipation in Regular Education - Public Law 94-142 states that (1) To the maximum extent possible, handicapped

children shall be educated with children who are not handicapped, and (2) that special classes, separate schooling, or other removal of handicapped children from the regular educational environment shall occur only when the nature and severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The law also encourages children's placement in their neighborhood school, or as close as possible to the home, along with the providing of integrated non-academic and extracurricular activities, including lunch and recess.

I.E.P.'s must specify how and when a student will interact with nonhandicapped peers.

In I.E.P.'s :

Opportunities for interaction with non-handicapped peers should be listed.

The staff responsible for the implementation of program during segregated activities should be noted.

Socialization objectives related to integrated activities and the criteria for evaluation should be listed.

The amount of time and the starting and ending dates of these activities should be noted.

5. Placement Justification and Signatures - A statement must be included in the I.E.P. which indicates the placement of the child, and why that placement is deemed most appropriate. The finalized I.E.P. must be dated and signed by the parents and other participants. In each I.E.P.:

The child's placement is specified

The justification for placement is included

All involved participants have signed

Note: We wish to thank Ellen Barnes of the Center on Human Policy, whose information provided the basis of this checklist.

VII. FUTURE DIRECTIONS

In looking forward, Stepping Stones sees a number of ways in which to improve the quality of our students' lives. Ventures involving other agencies remain largely unexplored, though we believe such linkages are essential to a student's education. By avoiding replication of service, and by creating a cohesive and complementary educational plan, various agencies can work together to allow each student to reach his full growth potential.

To this end, Stepping Stones and Alameda School District wrote a joint proposal whereby Stepping Stones would provide vocational training and job placement services for special education students in the Alameda School District who are nearing graduation. Alameda classroom teachers would reinforce job readiness skills, functional basic education that relates to their off-site jobs, and assist in developing worksites. The proposal has been submitted to the Department of Health and Human Services, and is now pending.

Another linkage we are developing in the near future involves Regional Occupational Programs (ROP). Because Stepping Stones is not certified as a school, we are now ineligible for such funding. But we have lobbied our local school districts to allow handicapped students the right to participate in ROP's. Currently, local school administrators feel the severely handicapped are too low functioning to benefit from formalized vocational training. We have proved otherwise. We will continue to work towards this goal.

Along with developing inter-agency linkages, we also foresee changes within our own system which will enable us to improve and expand upon our services. We will soon form a Business Advisory Committee, culling members from our local business community. We believe such a committee could provide useful advice in vocational matters and facilitate a greater number of community job placements.

Our plan is to increase the number of off-site community job placements so students would be trained in less restricted environments. Placing several students together for training as an enclave in a work station in industry is also a goal. With more students off-site, additional novice students could be groomed at Stepping Stones for six months to a year, then moved off-site as additional worksites are developed.

We would also like to improve the visibility of both our food preparation and janitorial services through better marketing and community exposure. We will be using the Business Advisory Committee to test marketing strategies. We will work closer with the adult training programs Boatworks and CleanSweep to improve our vocational training techniques. We will use the task analysis they have developed to determine the strengths and weaknesses of our youth.

In the classroom, we will be expanding our employment preparation activities, devoting more time to job search and interview skills. We also hope to make sexuality training an integral part of our program, rather than the secondary component it is now. As there are just so many hours in a day, especially in a part-time program like ours, we will need to set priorities to meet these goals.

We need parents to support our transition efforts throughout the years of public schooling, especially as their children near high school age. Stepping Stones intends to foster greater family assistance by improving our parent outreach program.

In conclusion, we intend to remain flexible to our students' needs while continuing our efforts to transition youth into supported or competitive employment. We are resolved to maximize the resources we have and to continue to develop linkages with Schools, Rehabilitation, and the Business Community. We see no limits in the future for youth with developmental disabilities. We believe the only barrier between our students and employment are man-made, and any man-made obstacle can be scaled with the right training.

* * * * * * * * * * * * * * *

Stepping Stones is eager for comments about this Learning to Work Transition Project. Please let us know if this Manual is useful to you. Tell us how we can improve our products. We would be pleased to answer questions about any specific operation of our agency. Let us hear from you.

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Food Preparation Evaluation

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STEPPING STONES GROWTH CENTER

CLIENT SERVICES INTAKE AND INFORMATION

I. General Identification

Full Name _____

Address _____ Phone _____

Birthdate _____ Birthplace _____

Marital Status _____ Sex _____ Soc. Sec. No. _____

With whom does applicant reside? _____

Relationship _____ Phone _____

II. Emergency Information

Name and telephone number of at least two responsible persons to contact in case of emergency:

1) Name _____

Phone (Home) _____ (Work) _____

2) Name _____

Phone (Home) _____ (Work) _____

Physician _____

Address _____ Phone _____

Hospital Preference _____

Address _____ Phone _____

III. Medical Information

Date of last physical _____ Copy submitted: Yes ___ No ___

Type of disability _____

A Any congenital birth defects? Yes ___ No ___ What? _____

Any chronic illnesses (i.e., diabetes, heart, etc.)? Yes ___ No ___

What? _____

PCOC 4/24

III. Medical Information (cont'd)

Seizure disorder? Yes ___ No ___ If yes, type _____

Frequency _____ Emergency treatment if necessary?

_____

Allergies? Yes ___ No ___ If yes, what type? _____

Any secondary handicaps? (i.e., hearing, speech, vision) _____

_____

Special diet? _____

IV. Medication

Presently taking medication? Yes ___ No ___
If yes:

Name	Dosage	When	Prescribing Doctor
1.			
2.			
3.			

Do you need assistance with Rx administering? Yes ___ No ___

What? _____

V. Sources of Support

AFDC? Yes ___ No ___

SSI? Yes ___ No ___ Amount _____ MediCal No. _____

Insurance? Yes ___ No ___ Carrier _____

Policy No. _____

Social Security? Yes ___ No ___

Veteran's Benefits? Yes ___ No ___

VI. Educational Information

Schools or training programs attended:

_____ _____

_____ _____

PEIOC 4/84

VII. Work Experience and Goals

Any previous competitive employment? Yes ___ No ___ If yes, explain:

_____

What are your work goals? _____

What services do you want to receive from Stepping Stones?

_____

_____

What type of jobs do you like? _____

What type of jobs do you dislike? _____

VIII. Training Sponsorship

Agency	Dates Effective
Habilitation	
Rehabilitation	
JTPA	
Private	
Other	

IX. Releases

I hereby authorize a representative of Stepping Stones Growth Center, in case of accident or sudden illness, to refer me to any available hospital or physician if my physician is not available.

Signature _____ Date _____

I understand all due care will be exercised at all times to prevent occurrence of accidents and that any emergency action deemed necessary will be taken. I hereby release and hold harmless the Board of Directors and individual staff members of Stepping Stones from responsibility for any accident that may occur during the work day or while participating in an agency sponsored program.

Signature _____ Date _____

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FOR OFFICE USE:

Date Referred:

Referral Source:

Date Admitted:

Program Assignment:

Date Transferred or Terminated:

Interviewer:

Comments: _____

_____

_____

PRIOR 4/74

BIWEEKLY CLIENT PROGRESS

TOWARD IPP OR IEP GOALS

CLIENT NAME: _____ DATE: _____

GOAL #1: _____

GOAL #2: _____

GOAL #3: _____

GOAL #4: _____

DATE	IHC GOAL	COMMENTS	SUPERVISOR NAME	RATING

Directions for use:

1. to be completed biweekly to coincide with payroll period.
2. to be reviewed monthly by case manager responsible person.
3. to be kept in crew binders to include all clients of crew.
4. upon termination of client, to be transferred to permanent client folder
5. rating index: 5=good; 4=fair; 3=needs improvement; 2=poor; 1=not applicable.

(3/84)

STEPPING STONES GROWTH CENTER

CLOSURE FORM

(To be completed for all enrollees on leaving program)

NAME _____

STAFF _____ SERVICE PROGRAM _____

START DATE _____ CLOSURE DATE _____

REASON FOR CLOSURE _____ _____

_____

SERVICES RECEIVED: (Please check; if incomplete, please indicate)

___Vocational Evaluation
___Work Evaluation/ Situational Assessment
___ J.T.P.A. ONLY
___Work Experience
___ GO Class
___SET Class
___Sexuality training
___ READY Class
___Travel training
___Indep. Living Skills
___Job Seeking Skills

CATEGORY:	RATING:*	SUMMARY
Skill Performance		
Work Attitude Work Habit		
Interpersonal Relationship Skills		

*Rating Key:
1) ASSET - Work habits or behavior desirable; will aid in placement or holding a job.
2) ACCEPTABLE - Work habits or behaviors will cause no difficulty in placement or holding a job.
3) NEEDS IMPROVEMENT - Work habits or behaviors need improvement before successful placement will be possible.

Areas of Strength:

Areas Needing Improvement:

RECOMMENDATION:

Staff Trainee Date

Placement/Follow-up

(4/84)

INTAKE ASSESSMENT AND EVALUATION
Parents and Students
Stepping Stones Growth Center

STUDENTS: Ages 3 to 10 years old

Parental Needs

1. Parent fits RCEB P.O.S. priorities for current funding of services or can provide tuition according to the sliding scale fee.
2. The parent has returned a completed application packet by the enrollment date.
   a. All forms returned 30 days after enrollment.
3. Parent/Guardian attends meetings as stated in Parent/Guardian Contract, Attachment 1.
4. Parent fees are paid by the 5th of each month. Two-week notification is given Stepping Stones prior to a vacation.
5. The Center is called if the student is absent any day.

- -

Student Needs

1. The child can participate 80% of the time in all Center activities and trips.
2. The behavior of the child allows him or her to blend 80% of the time with the children in the Center.
3. The child will have mastered self-toileting skills, unless disability creates some problems.
4. The child has basic mastery of the language 50% of the time.
5. The child is medically cleared by a physician.
6. The child appears at the Center, clean, well-groomed, and appropriately dressed for the weather.
7. The child does not consistently act in a threatening manner around others.
8. The child reacts in a positive manner 70% of the time.
9. If the child is physically limited, a wheelchair or pogan buggy must be provided to the Center.
10. Fingerprints of the child are in his/her file.
11. Growth and improvement factor will be a significant part in enabling the child to become a member of the Center.

- -

**On a rating scale of 1--low up to 5--high, with a possible 80 points, 58 points are considered a positive evaluation meaning your son/daughter would be accepted into Stepping Stones, provided your son/daughter and yourself want them to be here.

Total points_____ Accepted_____ Rejected_____

Date_____ Director_____

Student_____
(Signature)

STUDENT_____

INSTRUCTOR_____

READY CLASS EVALUATION

A. FUNCTIONAL CONCEPTS

1.	Up/Down	_____	COMMENTS:
2.	Over/Under	_____	
3.	On/Off	_____	
4.	Tall/Short	_____	
5.	Hot/Cold	_____	
6.	Big/Little	_____	
7.	Front/Back	_____	
8.	Sit/Stand	_____	
9.	In/Out	_____	
10.	Open/Shut	_____	
11.	Push/Pull	_____	

B. NUMBERS

_____ through _____ COMMENTS:

C. ALPHABET

_____THROUGH _____ COMMENTS:

D. MONEY RECOGNITION

1.	Penny	_____	COMMENTS:
2.	Nickel	_____	
3.	Dime	_____	
4.	Quarter	_____	
5.	Bills	_____	
		_____	
		_____	

E. SHAPES

1.	Circle	_____	COMMENTS:
2.	Square	_____	
3.	Rectangle	_____	
4.	Triangle	_____	

F FOOD GROUPS

1.	Meat	_____	COMMENTS:
2.	Dairy	_____	
3.	Fruit	_____	
4.	Breads	_____	
5.	Vegetable	_____	

9/'84

G. TELLING TIME

1. Analog
   A. On the hour _____ COMMENTS:
   B. On the half-hour _____
   C. On the quarter-hour _____
2. Digital
   A. On the hour _____
   B. On the half-hour _____
   C. On the quarter-hour _____

H. VERBAL COMMUNICATION SKILLS

1. Expresses needs COMMENTS:
   A, Complete sentence _____
   B. One word _____
   C. Short phrase _____
   D. Gestures only _____
2. Communicates illness _____
3. Greets visitors _____
   A. Appropriate eye contact _____
   B. Gives their name _____

I. ART

1. Paints _____ COMMENTS:
2. Crayons _____
3. Paste _____
4. Scissors _____
5. Drawing _____

J. PHYSICAL EDUCATION

1. Bike riding _____ COMMENTS:
2. Tumbling _____
3. Rolling a ball _____
4. Bouncing a ball _____
5. Catching a ball _____
6. Throwing a ball _____
7. Balance Beam _____
8. Jungle gym _____
9. Scooter board _____
10. Kick ball _____

K. GARDENING

1. Willingness to work _____ COMMENTS:
2. Pulls weeds _____
3. Names plants _____

L. SNACK PREPARATION

1. Spreads	_____	COMMENTS:
2. Chops	_____	
3. Mixes	_____	
4. Sets table	_____	
5. Cleans table	_____	
6. Puts food away, correctly	_____	

M. HYGIENE/HEALTH

1. Toilet usage	_____	COMMENTS:
2. Body cleaniness	_____	
3. Dental care	_____	
4. Appropriate clothing	_____	
5. Stays home when ill	_____	

N. SOCIAL BEHAVIOR

1. At Stepping Stones	_____	COMMENTS:
2. On a bus	_____	
3. In a store	_____	
4. Recognizes traffic signals	_____	
5. Relates to peers	_____	
6. Relates to adults	_____	
7. Relates to younger children	_____	

RATING SCALE: 1=Low; 5= High TOTAL_____ DATE_____

SIGNATURE OF STAFF_____

SIGNATURE OF STUDENT_____

SIGNATURE OF PARENT_____

OAKLAND RECYCLING EPIDEMIC (ORE)

Curriculum Outline

GOAL: To train handicapped students in the social and vocational skills needed to operate a recycling business.

OBJECTIVES: Students will identify the recycling products:

a. Newspapers
b. Bottles - Green
Brown
Clear
c. Aluminum Cans
d. Clear plastic bottles

Students will understand and use the safety equipment and measures for the job.

Students will properly sort, bundle, and crush the recyclables

Students will ready the recyclables for transporting to the recycling centers

Students will learn money and time management

Students will interact with the community and communicate their business.

METHODS: The students will learn by doing. Weekly, they will pick up recyclables around the West Oakland neighborhood. They will sort, bundle and crush and prepare for transport to the recycling center bi-monthly. They will go to communicate with the people who give us materials and with the people to whom we sell materials.

Money and time management will go on weekly.

Students will rotate duties so all learn each skill.

EQUIPMENT: Hand crusher for cans, safety goggles and gloves.

FIELD TRIPS: Recycling centers, hardware stores for supplies, and job search sites.

STEPPING STONES GROWTH CENTER
RECYCLING EVALUATION

TRAINEE NAME: _____

SUPERVISOR/INSTRUCTOR: _____ DATE: _____

RATING SCALE: 1-Low; 5-High

I. Identifying Equipment

A. Aluminum cans _____

B. Newspapers _____

C. Plastic bottles _____

D. Glass bottles _____

1. Clear _____
2. Green _____
3. Brown _____

E. Trash bags _____

F. Boxes

1. Big _____
2. Little _____

G. Computer paper _____

H. Door hangers (flyers) _____

I. White ledger paper _____

J. Colored ledger paper _____

K. Magazines _____

Comments:

II. Work Skills

A. Follows directions (from demonstration)

1. Pays attention to the demonstration _____
2. Attempts to do the task _____
3. Follows through with the task _____
4. Completes task _____

B. Follows directions (verbal)

1. Listens
2. Takes action
3. Completes task

C. Preparation for delivery

1. Ties newspapers correctly
2. Bags or boxes correctly
3. Crushes cans
4. Sorts colored bottles
5. Works in a team

Comments:

TOTAL

(6/84)

TWO-WEEK CONTRACT

Name: _____ Contract Period: _____

Job Title: _____

Job Description: _____

_____

_____

Focus #1: _____

_____

_____

Focus #2: _____

_____

_____

_____ _____

Supervisor's Signature Trainee's Signature

_____

Date

#1 ☐ Accomplished	#2 ☐ Accomplished
☐ Not Accomplished	☐ Not Accomplished
☐ Repeat	☐ Repeat
☐ Inappropriate Goal	☐ Inappropriate Goal

(2/84)

Go Class Janitorial Material

JANITORIAL/GROUNDS MAINTENANCE COURSE OF STUDY

Semester One: Basic Housekeeping Skills

Safety

Pre-test

Identification of tools and equipment

Dirty vs. clean training

Use of tools and equpment

Bedmaking

Dusting

Use of household chemical

Sweeping

Mopping

Vacuuming

Bathrooms

Windows and mirrors

Changing light bulbs

Laundry

Plant care

Lawn and garden care

Use of common tools

Care of pets

Post-test

Semester Two: Janitorial/Grounds maintenance

Pre-test

Review of Semester One

Janitorial crew, contract work

Gardening crew, contract work

Advanced training, equpment, techniques

Work experience, JTPA

Job readiness training

Referral to adult training program or job placement

Final assessment

Follow-up

STEPPING STONES GROWTH CENTER YOUTH

Janitorial Evaluation

TRAINEE NAME_____

SUPERVISOR/INSTRUCTOR_____

DATE_____

Rating Scale: 1 = Low
5 = High

1. Identification and Usage of Equipment

	Identification	Usage
1. House broom	_____	_____
2. Push broom	_____	_____
3. Dustpan	_____	_____
4. Mop	_____	_____
5. Mop bucket	_____	_____
6. Mop wringer	_____	_____
7. Vacuum	_____	_____
8. Feather duster	_____	_____
9. Duster spray	_____	_____
10. Dust cloth	_____	_____
11. Toilet brush	_____	_____
12. Trash	_____	_____
13. Trash bag	_____	_____
14. Vacuum cleaner bag	_____	_____
15. Vacuum cleaner filter	_____	_____
16. Dustbuster	_____	_____
17. Car broom	_____	_____
18. Comet or Ajax	_____	_____
19. All-purpose cleaner	_____	_____
20. Windex	_____	_____
21. Paper towels	_____	_____
22. Toilet paper	_____	_____

1. Identification and Usage of Equipment (cont'd)

	Identification	Usage
23. Toilet paper holder	_____	_____

II. Janitorial Skills

A. Cleaning bathrooms

1) Chooses the right cleaning powder and solutions	_____
2) Chooses correct tools	_____
3) Cleans mirrors	_____
4) Cleans toilets	_____
5) Cleans sinks	_____
6) Cleans tubs/showers	_____
7) Moves furniture and objects before cleaning	_____
8) Dumps trash	_____
9) Replaces bag in trash	_____
10) Mops or vacuums floor	_____
11) Replaces furniture & objects	_____
12) Replaces tools and equipment	_____
13) Quality checks the room	_____
14) Notifies supervisor when finished	_____

B. Dusting a room

1) Chooses correct tools and equipment	_____
2) Checks with supervisor whether or not to move objects on furniture or desks	_____
3) Dust rag vs. feather duster	_____
4) Correct usage of duster spray	_____
5) Starts at the top and works downward	_____
6) Replaces objects	_____
7) Replaces tools and equipment	_____
8) Quality checks room	_____
9) Notifies supervisor when finished	_____

C. Sweeping a room or dust mopping a room

1) Chooses correct tools and equipment	_____
2) Assesses what furniture needs to be moved out	_____

II. Janitorial Skills (cont'd)

USAGE

C. Sweeping a room or dust mopping a room (cont'd)

3) Starts at the correct place in the room _____
4) Sweeps in corners _____
5) Sweeps under furniture _____
6) Quality checks room _____
7) Replaces furniture _____
8) Notifies supervisor when finished _____
9) Replaces tools and equipment _____

D. Mopping a room

1) Chooses correct equipment _____
2) Measures amount of cleanser correctly _____
3) Uses correct amount of water _____
4) Uses correct temperature of water _____
5) Moves furniture _____
6) Sweeps before mopping _____
7) Starts at the correct place in the room _____
8) Handles the mop correctly _____
9) Gets in corners and baseboards _____
10) Gets under furniture _____
11) Puts out cones or "Keep Out" signs while floor is wet _____
12) Does a quality check _____
13) Puts up equipment _____
14) Replaces furniture when dry _____
15) Notifies supervisor when done _____

E. Vacuuming a room

1) Chooses the right equipment _____
2) Puts it together correctly _____
3) Moves furniture _____
4) Vacuums in corners and under furniture _____
5) Quality checks the room _____
6) Checks vacuum cleaner bag and filter _____
7) Replaces vacuum cleaner bag _____
8) Replaces vacuum cleaner filter _____

II. Janitorial Skills (cont'd)

E. Vacuuming a room (cont'd)

	USAGE
9. Replaces furniture	_____
10. Notifies supervisor when finished	_____

Comments:

TOTAL:_____

STEPPING STONES GROWTH CENTER

GROUNDS MAINTENANCE/LANDSCAPING EVALUATION

TRAINEE NAME_____

SUPERVISOR/INSTRUCTOR_____

DATE:_____

Rating Scale: 1 = Low
5 = High

I. Identification and Usage of Equipment:

	Identification	Usage
1. Clipper Shears		
2. Cones		
3. Dust Pan		
4. Face Shield		
5. Gas can		
6. Hand cultivators		
7. Hand weeders		
8. Hand shovel		
9. Hedge sheers		
10. Hose		
11. Pitch fork		
12. Power blower		
13. Power edger		
14. Power hedge trimmer		
15. Power lawn mower		
16. Push broom		
17. Rake		
18. Respirator		
19. Rototiller		
20. Safety glasses		
21. Shovel		
22. Spades		
23. Weed eater		

II. Landscaping/Grounds Maintenance Skills

A. Mowing Lawns

1. Avoids rocks, etc. while mowing _____
2. Covers total area _____
3. Does not leave ridges _____
4. Handles equipment in safe manner _____
5. Pours gasoline without spillage _____
6. Properly disposes of clippings _____
7. Removes bag from mower _____
8. Replaces tops, lids and covers _____
9. Selects proper equipment _____
10. Shows understanding of and follows sequences for mowing _____
11. Stores gas cans safely & correctly _____
12. Trims edges of lawn _____

B. Weeding

1. Identifies weeds vs. plants _____
2. Properly disposes of weeds _____
3. Pulls weeds correctly - with roots _____
4. Selects proper equipment _____
5. Turns over soil with hand tools _____

C. Sweeping/bagging

1. Covers total area _____
2. Operates power blower _____
3. Properly disposes of leaves _____
4. Selects proper equipment _____
5. Shows system for bagging _____
6. Shows system for sweeping _____
7. Uses push broom correctly _____

TOTAL: _____

Go Class

FOOD PREPARATION COURSE OUTLINE

Semester One: Survival Cooking Skills

Safety

Pre-test

Identification of tools and equipment

Use of tools and equipment

Menu Planning

Shopping

Cooking basics

Serving

Cleaning

Post test

Semester Two: Food Service Training

Pre-test

Review of Semester One

Cooking for others; bake sale

Catering services

Advanced cooking techniques

Job readiness training

School lunchroom assistant

Community food service work, offsite

Private sector placements

Referral to adult training or job placement

First assessment

Follow-up

YOUTH
FOOD SERVICE EVALUATION

Signatures of: WORKER _____ DATE _____
SUPERVISOR _____ DATE _____

I. Identification and use of equipment

TOOLS	IDENTIFICATION			USE		
	PRE	MID	POST	PRE	MID	POST
Knife						
Fork						
Spoon						
Plate						
Cup						
Glass						
Bowl						
Saucer						
Paring Knife						
Chopping Knife						
Mixing Spoon						
Spatula						
Measuring Spoons						
Measuring Cup						
Fry Pan						
Cookie Sheet						
Bread Pan						
Cake Pan						
Cooking Pot						
Toaster						
Mixer						
Can Opener						
Dish Drainer						
Dishwasher						
Oven						
Microwave						
Refrigerator						
Freezer						
Coffee Pot						
Oven mitt						
Dish towel						
Timer						
Pitcher						
Serving Tray						

II. Identification of Food Groups

Protein						
Vegetable						
Fruit						
Dairy						
Bread/Grain						

2/'85

III. Cooking Methods

	PRE	MID	POST	COMMENTS:
Boiling				
Frying				
Baking				
Broiling				
Setting the oven				
Setting burner				
Follow through on home menu				
IV. Clean-up				COMMENTS:
Washing dishes appr. water temp.				
Washingdishes appr. amt. soap				
Wipes tables				
Sweeps floors				
Mops floors				
Loads dishwasher				
Starts & stops dishwasher				
Cleans cabinets				
Cleans refrig				
Defrosts freezer				
V. Shopping & Menu Planning				COMMENTS:
Makes shopping list				
Assesses need				
Recognizes:				
Penny				
Nickel				
Dime				
Quarter				
$1				
$5				
$10				
$20				
Appr. behavior in store				
Selects cost-effective item				
Shops for freshness				
Handles checkout				
Healthy menu plannin g:				
Breakfast				
Lunch				
Dinner				

VI. Social/Communication

	PRE	MID	POST
Appropriateness in work place			
Appropriateness in public			
Appropriateness with strangers			
Appropriateness on public transportation			
Appropriateness with peers			
Appropriateness with aides/substitutes			
Appropriateness with supervisors			
VII. Cooking Skills--Menu planned			
Breakfast			
Lunch			
Dinner			
Comments:			

VIII. Problems in getting and/or holding a job at this time:

Rating Scale: 3--Excellent
2--Good
1--Needs Improvement

Bus Riding Recording Form

Date:_____ Session Number:_____

Trainer:_____

Trainee:_____

INSTRUCTIONAL ASSISTANCE

Code	Level of Assistance	Amount of Physical Contact	Verbal Cue
5	No Assistance	None	None
4	Verbal Cue	None	LISTEN
3	Verbal Cue and Model	None	WATCH ME
2	Verbal Cue and Physical Prompt	2 Seconds	YOU DO IT
1	Verbal Cue and Total Physical Assistance	Total	DO IT WITH ME

		TRIALS											
		1	2	3	4	5	6	7	8	9	10	Step Total	Mean Response
WAITING FOR BUS	1. Checks route card												
	2. Checks for fare												
	3. Walks to bus stop												
	4. Watches for bus												
	5. Identifies correct bus												
	6. Waits for bus to stop												
	7. Allows passengers to exit												
	8. Walks up steps												
RIDING AND DEPARTING BUS	9. Stops by fare box												
	10. Shows driver route card												
	11. Gets off bus if incorrect												
	12. Inserts fare in fare box												
	13. Walks towards rear of bus												
	14. Sits in unoccupied seat or												
	15. Stands facing front, holding pole												
	16. Watches for landmarks												
	17. Pulls signal cord when close												
	18. Walks to bus doors												
	19. Walks down steps												
	20. Steps off bus												
											Total =		

Note: Circled Numbers Represent the Average Level of Instructional Assistance Required and Are Charted in Figure 6.5.

This form corresponds to Figure 6.4 in *Vocational Training*.

[9]

STEPPING STONES GROWTH CENTER
JOB READINESS EVALUATION

TRAINEE NAME: _____

SUPERVISOR/INSTRUCTOR: _____ DATE: _____

RATING SCALE: 1-Low; 5-High

I. Finances

A. Identifies

1. Penny _____
2. Nickel _____
3. Dime _____
4. Quarter _____
5. One dollar _____
6. Five dollars _____
7. Ten dollars _____

B. Understands concept of "one dollar more" in paying a bill _____

C. Waits for change _____

Comments:

II. Independent Travel

A. Understands traffic signals _____

B. Uses crosswalks _____

C. Waits at bus stop _____

D. Knows correct change _____

E. Has transit card _____

F. Requests transfer if needed _____

G. Acts appropriately on bus _____

H. Pays attention to landmarks _____

I. Handles self well with strangers _____

J. Recognizes bus stops _____

K. Recognizes bus numbers _____

Comments:

III. On the Job

A. Calls in when absent _____

B. Signs in and out on timesheet _____

C. Discriminates between work time and break time _____

D. Follows directions _____

E. Dresses appropriately for the job _____

F. Has good personal hygiene _____

G. Gets along well with peers _____

H. Gets along well with supervisors _____

I. Handles criticism positively _____

J. Is able to make decisions _____

Comments:

IV. Social/communication

A. Displays appropriate behavior in the work place _____

B. Displays appropriate behavior in public _____

C. Displays appropriate behavior while shopping _____

D. Displays appropriate behavior regarding sexuality _____

E. Displays appropriate behavior with strangers _____

F. Displays appropriate behavior among themselves or with non-handicapped peers _____

Comments:

Problems in getting and/or holding a job at this time:

TOTAL _____

(rev. 6/84)

STAFF/PARENT/STUDENT CONTRACT

STUDENT_____ AGE_____

PARENT/GUARDIAN_____ DATE_____

STAFF_____

PARENT/GUARDIAN RESPONSIBILITIES:	DATE TO BE ACCOMPLISHED
1. Will consult Regional Center attorney to determine a guardian and develop a will.	1.
2. Teach client how to get to the local bowling alley and movie.	2.
3. Practice with client the use of the telephone and what to do in case of home emergencies.	3.
STAFF RESPONSIBILITIES:	
1. Procure identification card at D.M.V. and Handicapped BART card as a class field trip.	1.
2. Fingerprinting done at police station. Keep in school records.	2.
3. Practice basic travel training & emergency skills	3.
STUDENT RESPONSIBILITIES:	
1. Be responsible for chores around the house daily, bedmaking, trash, dishes - 3 times a week.	1.
2. Make sure change and emergency information is in my pocket before leaving the house	2.
3. Be the one to initiate friendships with kids in the neighborhood at least 2 days a week.	3.

SIGNATURES OF THOSE IN ATTENDANCE:

_____

_____

_____

_____

This contract has been agreed upon by all of the above signed parties.

Stepping Stones growth center

NEWS

1720 Adeline Street, Oakland, California 94607, (415) 834-3990

SPRING 1985

Vol. VII, No. 1

SPECIAL PEOPLE SPEAK....

Question: If you could work at any job, what would you do?

K-LEE: Janitorial - so much is involved in it - stripping and buffing floors. I think there is more stuff that should be learned though - more janitorial work. The two places I'd like to work is either a school or a shopping center by my house doing janitorial.

TONY: I don't understand why there is not enough jobs. You see, in Oakland they keep building skyscrapers. So there's gotta be office work and secretary work, and computer work.

JOHN: Well see, I'm trying my best to move out in the community and I'm having trouble with that. Also, I'd like to make more money. I'd like to work at Alta Bates Hospital in Berkeley, like Tony.

PAUL: Years ago I read that when we got a new President, Reagan, that he has cut back on jobs on special people, that he's prejudice on special people. We should have a good president who gives to the poor and not the rich.

RICK: How can you say he's prejudiced when he brings two Korean children over and gives them the royal treatment. As far as work I'd like to get back to my radio show at KGO. Three years ago, I had a spot on the show called "Handy Andy Country Western Singers Club." I gave show reviews.

CARL: I want a job giving people tickets at the grocery store - cashier.

BOB: I want a job in Fremont - at McDonald's - bus tables, give the food. Five days a week.

CHESTER: I want to work at a school as a janitor, be with kids.

(Cont. p. 6)

DIRECTOR'S REPORT

Hurray for Stepping Stones! As of December 1984 Boatworks and CleanSweep programs received a 3-year certification from the Commission on Accreditation of Rehabilitation Facilities. The entire staff all deserve a loud round of applause. A big special applaud goes to Randice Roberts, Director of Fiscal Administration and Operations, Marge Watson, Director of Program Development & Evaluation, and Maria Distler, Executive Director/Adult Program Director, for taking major responsibilities for the management of compliance with CARF standards.

The promised "How to" manuals are now finished and being distributed nationally and internationally. The manuals are the final product for dissemination, resulting from our 15-month grant from the Department of Health and Human Services: "Transition Project", "Boatworks and CleanSweep," and "Employability Project." Credit mainly goes to Marge Watson and Monte Cohen for their hard work and authorship.

A beautiful video about Stepping Stones is now ready for distribution! This was also made possible through our grant from the Department of Health and Human Services. The video, "Ready, Willing and Able," was done by Sharyl Patton of Patton Productions, and she has received lots of praise for her efforts. The video will be entered in "Superfest '85." We have hosted previews for Stepping Stone's parents and Board members and plan to host a more formal showing for friends of Stepping Stones soon.

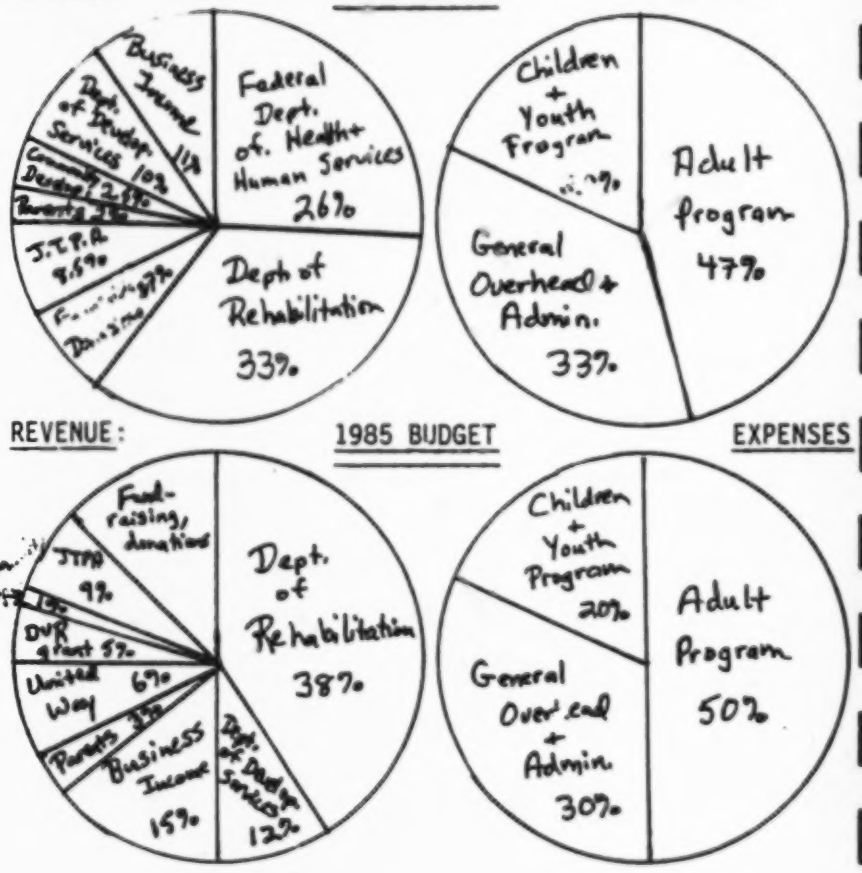
Marge Watson and I enjoyed our nationwide visits and presentations that took place in 1984 as a part of our dissemination efforts for our federal grant. We met many new people, shared lots of ideas and information, and had a good time

(Cont. p. 6)

FUNDRAISING

In terms of percentages, Stepping Stone's 1984 actual revenue and expenses proved to be very close to the budgeted estimates for the year. In 1985 with the federal grant completed, more revenue is expected to come from the Department of Rehabilitation, business income, and fundraising. In addition Stepping Stones has a special grant from United Way and an establishment grant from the Department of Rehabilitation which will not only increase Stepping Stone's level of service, but will assist in meeting the agency's expenses.

Each year the adult programming at Stepping Stones has expanded; more services are available, and therefore the percentage of related revenue and expenses has increased. In 1983 the adult program expenses were 38% and the children and youth program expenses were 28%. In 1984 the adult program expenses increased to 47%, and the children and youth expenses decreased to 20%. We hope to basically maintain this level in 1985, with the adult program expenses estimated at 50% and the children and youth at 20%.



East Bay Community Foundation
George Sandy Foundation
Skaggs Foundation
Cowell Foundation
Marlene DuFour
Clorox Corporation
Soroptomist International of Oakland
Pacific Telephone
Bay Area Black United Fund
The Travelers Companies
Grand Auto

***

DO YOU KNOW?

A play based on Ron Jones' book, Say Ray will be presented on May 10, 11, 12, 17,18,19 at the John Muir Theatre in Berkeley (Claremont & Ashby). Ron Jones, a physical education teacher at the Recreation Center for the Handicapped in San Francisco, based his book on the true story of Ray Fernandez, a mentally retarded man who was left alone in Mexico and found himself on his own for the first time in his life. The story is told from Ray's point of view and shows the change in his awareness and ability to "make it in the world" as he grows from a dependent Board and Care resident to an independent adult. Ray now lives in the Bay Area again

(Cont. p. 5)

FUNDRAISING

The Clausen House 6th Annual Grand Raffle is currently underway. Several Bay Area non-profit agencies have been designated to sell raffle tickets in addition to Clausen House. Stepping Stones is one of these agencies. For every ticket that is sold by a Stepping Stones staff or Board member, client or friend, Stepping Stones will receive $1.00 and Clausen House $1.00. A book of twelve tickets sells for $20. The drawing takes place on June 7th; all ticket stubs and money should be turned into Randi at Stepping Stones by June 4th. Please call Randi at 834-3990 to purchase your tickets, request a brochure, or request tickets to sell for Stepping Stones. Checks should be made out to Clausen House; however, in order for Stepping Stones to get credit for the sale, the ticket stubs and checks must be turned in to Randi at Stepping Stones.

The prizes this year, as always, are great! First prize is a cruise for two on the Royal Viking Line from Hong Kong to Japan! Second prize is a trip to London for two; third prize is a Hawaiian vacation for two! And there are seventeen more prizes - all vacations and exquisite dinners. In addition, Stepping Stones is again sponsoring its own "in-house" contest, open to staff, and Board members, clients, and their families. The Grand Prize for a person who sells the most tickets for Stepping Stones is a weekend at a cabin at Donner Lake; second prize is a sail on the Bay; third prize is a free car wash or one-time laundry service. All prizes are donated.

So...don't hesitate, pickup your tickets today!!

***

WITHIN STEPPING STONES

During the past few months, Stepping Stones has had several foreign guests visit the center. Some of these visitors came from Japan. Atsuko Kuwana of the Center for Independent Living, accompanied Mrs. Yoshiko Suga and her daughter, Miyuki. Gail Kaneko of Stepping Stones took the guests out to several job sites where they were able to observe the type of work done by Stepping Stones trainees.

Mrs. Suga commented that most programs for people with handicaps in Japan are run by local government rather than private organizations. Therefore, it was very interesting for her to see such places as Center for Independent Living and Stepping Stones where programs are run outside the direct jurisdiction of the government. Miyuki attends a workshop/activity center in Japan which keeps her busy, but there is not much time or energy placed in finding employment outside the workshop. Mrs. Suga observed that Stepping Stone's clients seemed to be self-confident and independent, perhaps as a result of working out in the community.

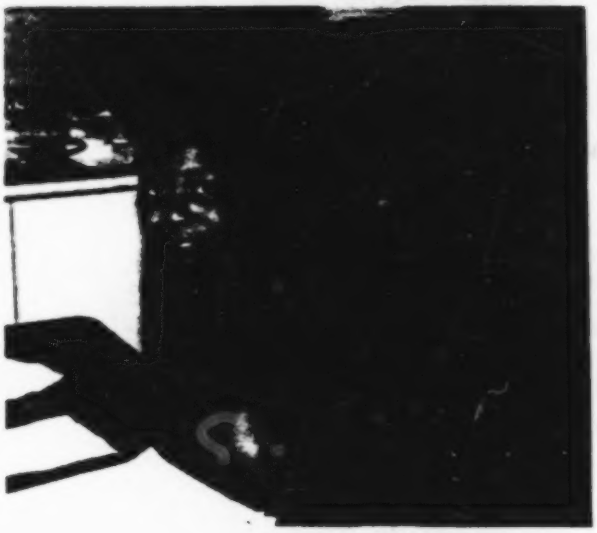
Mrs. Suga's major interest in programs in the United States was to see board and care facilities to help her establish one in Japan. Although Stepping Stones does not provide residential services, the tour and explanation provided her a chance to see an example of a day program that could work in conjunction with a residential facility toward developing people with independence. It seems that there are very few, if any, board and care facilities for developmentally disabled people in Japan, so the special attention required to help develop the potential of this population falls almost solely on the family. By setting up a board and care facility, she hopes to alleviate some of this additional work that falls upon the family.

Keiko Higuchi of Japan, presently an intern at the Center for Independent Living, also visited Stepping Stones recently. Monte Cohen, Stepping Stone's Case Manager, took Ms. Higuchi out to CleanSweep and Boatworks work sites. She especially liked Boatworks and was impressed by how much the clients liked their work.

We hope that our Japanese guests visit to Stepping Stones proved fruitful for them and that they were able to see and learn enough while in the United States to begin new programs and trends in Japan.

***

In February we had a visitor from London, England. Clare Hebbert is an



WHO'S WHO

Orlando Williams has been a student at Stepping Stones since 1979. We have seen him change from a very shy boy who hardly talked to a delightful 13-year old "tease" who considers himself "the best worker in town." Orlando is a very hard worker and a very responsible one. He likes to work outside in the garden planting and pulling weeds; he's a great kitchen assistant and loves to cook and wash dishes; he works hard at the janitorial, laundry and grounds maintenance skills he is now learning. Orlando is now responsible for taking orders from staff members or clients who want to buy something from the "store " that the students run on Fridays, selling hot dogs, popcorn, soda, and ice cream. He is learning to use a cash register and make change as part of this "store" project and says he would like to work at a store someday.

Orlando attends a special class which is mainstreamed in a regular school setting. Presently he is at Franklin and hopes to attend McChesney Jr. High School next year. We have learned that he is learning to use an IBM computer and spell with a special language computer program.

Orlando says that his hobbies are bowling and going to the movies. He also really likes the money he is earning as incentive rewards at Stepping Stones. He wants to save it all, and says he "doesn't want to spend it, just stack it up."

***

(cont. p. 3.)

occupational therapist with a "Community Mental Handicapped Team' under the Health and Social Services Department. The team provides a community service trying to improve facilities for children and adults living at home. Clare is especially interested in school age children who are mentally handicapped. She assesses needs and abilities in their homes and schools, including their vocational capabilities. Ms. Hebbert was impressed by Stepping Stones, especially with our mobile work crews and "contract" form of work, in which the crews perform specific work which is requested by a customer, on either a one time or regular basis, and stipulated through a "contract." She felt that it was unusual for a "workshop" to run in such a business-like manner. In England, as in Japan, most agencies that assist the disabled are affiliated with the government.

In March Gregory Lewis, a director of Project Employment, a non-profit organization in Perth, Western Australia, interrupted his honeymoon for 1½ days to visit the adult programs at Stepping Stones. Greg operates work stations in industry and job placement services for mentally retarded persons. We found him to be refreshingly upbeat with a positive outlook on persons with disabilities. He took away copies of our 3 Federal Grant products - Learning To Work, Boatworks & CleanSweep, and the Employability Project, and shared with us information about his programs. The good news is that he plans a Boatworks in Perth within 2 years, and Marge secured a place to visit while watching the Americas Cup races 2 years hence.

Later in March, Marge gave a briefing and site visit tour to Eli Tsur, Coordinator for social welfare programs, of Israel, and Carol Rosa from the Region IX program staff. Mr.Tsur was impressed with Lois and her crew of Phil, Carol, Randy, and Rick. He was curious about the concept of treating the clients as employees, at marketing our services, and direct placement to the private sector. Most people with disabilities in his country are placed in workshops or remain at home with their families. He also marveled at the wealth of this country. A modest yacht here like a Santena 22, selling for around $5,000 would cost $25,000 there. There are only 2 marinas in the whole nation, Haifa and Elat so he didn't see a lot of future for Boatworks, but CleanSweep - yes!

***

WHAT'S NEW?

Three new Boatworks and CleanSweep staff have been hired recently. Andrew Farnsworth replaced Gail Kaneko as Production Manager. (Gail decided on a career change.) Andrew has a great deal of supervisory experience and a business background at Weyerhaeuser Company and C & H Sugar. Charles Cave replaced Richard Wallace as a Clean-Sweep supervisor. Charles has over 5 years experience working with adults that have developmental disabilities, in sheltered workshops. John Gomes replaced Raymond Salazar as tne Clean-Sweep consumer aide. (Raymond, who has a physical disability, found that the job was too strenuous. He was placed in another job training program to learn vehicle repair skills.) John was a vocational rehabilitation client with past work experience.

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Stepping Stones Board of Directors elected new officers at their annual meeting in January. President of the Board is Maryann Dresner, an attorney in San Francisco. Vice-President is Ursula Egli, a management consultant. Secretary/Treasurer, Sylvia Smith, is the Director of Children's Protective Services of Alameda County. Other Board members at this time are: Michael Cobb, law student and community activist; Ann O'Rourke, aquisition staff at Cetus Corporation; Denise Rule, assistant Vice-President at Bank of California, Oakland branch; Arthur Gulley, instructional counselor at Intercity Services; Kevin Anderson, of Xerox (presently on leave of absence); Ted Michaud, director of the School for the Deaf (presently on leave of absence); and Roscoe Dellums, honorary member.

Stepping Stones administrative teams have remained very stable. The Executive team consists of Maria Distler, Executive Director; Marge Watson, Director of Program Development and Evaluation; and Randice Roberts, Director of Fiscal Administration and Operations. On the management level, Maria Distler currently also acts as the Adult Program Manager. Janet Scovell is the Children and Youth Program Manager; Dennis Womack is the Job Placement/Contract Procurement Manager; Andrew Farnsworth is the Production Manager and Monte Cohen is the Case Manager. Grant Garcia, is the Work Adjustment Instructor.

Other Boatworks/CleanSweep staff include Billy McIntyre, Charles Cave, Lois Kathan, and Liv Berg-Jo, vocational supervisors. The Children and Youth Program teachers are Monte Cohen, Fran Hebron, and Ellen Greenberg. Several of the positions are part-time.

Stepping Stone's secretary/receptionist is Lucile Bent. In addition, we often have highschool students who are being trained as secretary/receptionists and teachers' aides. Currently, Cheryl Collins is assisting at the front desks in the afternoons, and Roxanne Robinson, Regina Wadley, and James Buffin are teachers' aides.

***

THANKS TO....

Stepping Stones depends on donations, from foundations, corporatins, and individuals. Every year a significant portion of our budget must be raised from these sources. In the past few months Stepping Stones has received the following donations:

The Travelers Companies.....	$ 750.
Consolidated Capital.....	$1000.
Janet Scovell.....	$ 350.
Carol McKillop.....	$ 25.
Toni Coplan.....	$ 25.
Elizabeth Sklut.....	$ 25.
Pat Dutter.....	$ 25.
Richard Berger & Judy Derman.....	$ 25.

We are very grateful to the above companies and individuals, and also to the people who donated over $200 last quarter through the United Way donor option plan and the combined federal campaign.

Remember! Anyone who donates "at the office" to United Way, can specify that they want the money to go to Stepping Stones.

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(continued from Page 2, "Did You Know?)

and has a wife, a child, a job, and an apartment! Advance tickets are $1.00 for consumers or $5.00 for nonhandicapped adults. They will be $6.00 at the door. Call Area Board V. for more information.

***

(Cont. from p. 1 - Special People...)

KEVIN: I want to be a custodian too, maybe at a junior high school. I like to buff floors.

SANDY: I would like to work at a Burger King and do floors, bathrooms. I could clean off tables, throw away garbage.

DIANE: I would like to work at a hospital, doing janitorial work.

RANDY: I'd like to go and get a job working fast foods - Burger King or something - as a bus boy.

STACEY: I want to work at McDonald's sometimes - wait tables, wash windows. And sometimes I want to work at Burger King - two jobs.

PETAR: I want to be a construction worker - make way for new houses and new buildings. I want to tear things down with a big 'ole crane and bull dozers.

KAREN: I want to work at Capwell's selling clothes and hats and shoes and belts and jackets.

RON: I like to work in a bar. I'd stay sober at night. Clean up the bar.

CRAIG: I already got a job - I earn $4.75 an hour at Mobile in Hayward - 5 nights a week. I've been there six years. Plus, I work here in the daytime.

GLEN: I want to mop floors. Sometimes I want to work in a big office with big floors. That's my dream.

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(Cont. from p. 1- Director's Report)

telling people about Stepping Stones.

1984 was a busy year but generally a very successful one. Our adult programs, Boatworks, CleanSweep, and Project Employability are stable and expanding, and our work contracts are increasing. The Children and Youth program survives with JTPA funding and Regional Center fees. However, the number of clients funded through the Department of Developmental Services (Regional Center) are still dwindling due to the changes in priorities of their "purchase of service" policies. We currently have close to 60 clients enrolled, and expect to have additional enrollments during the summer.

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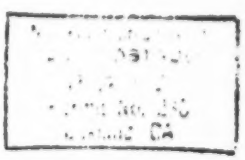
BOATWORKS/CLEANSWEEP

The staff would like to recognize the following clients for receiving "Worker of the Month" awards during the past six months: Kevin Burke, Randy Perkins, Glen Black, Chester Taylor, Rick Weber, and Craig Lynch. These awards are presented to the worker who has been the most cooperative and hardworking. Another award was presented to Stacey Hall for six months perfect attendance. Special mention should also be made of Rick Weber who has developed his own "Boatworks Test." He spent some time role-playing as "teacher" and came up with an excellent review and test on safety, waxing, sanding, and general cleaning of boats!

***

Stepping Stones
1720 Adeline Street, Oakland, California 94607



ORDER BLANK

Please complete the following and return to:

Stepping Stones Growth Center
1720 Adeline
Oakland, Ca. 94607

Please send me:

_____copies of Learning to Work - $10 _____

_____copies of Boatworks and CleanSweep - $10 _____

_____copies of Employability Project - $5 _____

_____copies of Ready, Willing, and Able - $25 _____
25 minute videotape
VHS _____Beta_____

All orders prepaid, check, money orders only. Includes shipping.

Total $_____

Name_____

Agency_____

Address_____

City_____State _____Zip_____

* * * * * * * *

The Videotape "Ready, Willing and Able" tells the story of Stepping Stones' innovative programing for children and adults with developmental disabilities. Most of the vocational training takes place in work crews out in the community. Featured is a neighborhood recycling business, and the internationally famous "Boatworks" program. Produced by Sheryl Paton under a grant from Health and Human Services, Administration on Developmental Disabilities. Superfest 1985 entry.